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motion alone, it is by color that the life condition is determined more clearly than by any other test. With less teaching than that given to any other mode of expression the pupils acquire amazing skill, not only in representations in color, but also in accurate expression of form.

The numerous selections from literature which the author has mentioned will be of great assistance to the busy teacher. They are well chosen and will enrich the study, provided they are not allowed to dominate the observation. They should be used only as the personal experience of the pupils with nature will warrant it.

The READER which the author has prepared as a companion book is composed of myths, stories and poems which are suggested more or less clearly by various natural phenomena. The selections are good, and in general the rendition is excellent. For this particular aspect of nature study, if such it may be considered, the book leaves but little to be desired.

The author seems inclined, however, to magnify the importance of the relation of the myth to science beyond what it deserves. If teachers follow the author's suggestions, that the stories be used to 'serve as an introduction to the science work,' the book will prove to be a veritable stumbling block for both teacher and pupil. Since the myths are assumed to be the outgrowth of direct observation of natural phenomena, and since they are regarded as fanciful and more or less poetical interpretations of the same, it is difficult to understand why anyone should wish to reverse this natural process of their development in teaching children. Nature has the right to ask that we bestow directly upon her at least one square look before we place her at the mercy of the freaks of fancy. If begun early enough, and continued with considerable fervor through the first three or four grades, this introduction of the child to nature through the mists of fable and tradition will be effective enough to forever refract his vision of creation. In the incipency of his experience with nature, there is no doubt that her large and somewhat terrifying aspects of cloud and storm and season seem surcharged with an almighty personality for which the

myths offer a sufficient description and interpretation. But the child quickly passes through this stage and is probably pretty well clear of it when he enters the primary grades. Thereafter, the myths are really nothing more to him than a *history* of how an exceedingly primitive interpretation has been given to natural phenomena, and they should be treated as such. The standpoint of the pupil, while none the less interesting, has totally changed.

The author advises that the stories first be told to the child, and, afterwards, that they read them. The purpose of the story, that it shall vivify the pupil's own experience, will probably be best accomplished by the teachers' narration, and there seems to be no valid reason why the pupils at this time should be required to read them, especially if the teacher should find it necessary to 'thoroughly drill' upon all the new words. There is no surer way to spoil the effect of the story than by doing this. That silent reading, as suggested, should be encouraged is unquestionably true.

The considerable array of material which these books provide from both the scientific and the literary side will make them valuable for any teacher in the public schools, while the author's earnestness of purpose, strongly manifested throughout the work, will prove to be a lasting source of inspiration.

WILBUR S. JACKMAN.

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NEW BOOKS.

Commercial Organic Analysis. ALFRED H. ALLEN. Third Edition with Revisions and addenda by the author and HENRY LEFFMANN. Philadelphia, Pa., P. Blakiston, Son & Co. 1898. Vol. I. Pp. xii + 557. \$4.50.

A Short Manual of Analytical Chemistry. JOHN MUTER. Philadelphia, Pa., P. Blakiston, Son & Co. 1898. 3d American Edition. Pp. xiii + 228. \$1.25.

Zoological Results. Based on material from New Britain, New Guinea, Loyalty Islands and elsewhere, collected during the years 1895, 1896, 1897. ARTHUR WILLEY. Cambridge, The University Press. 1898. Part I. Pp. vi + 120.